EDU 702.22

Sharon G. and Susan Camp.

ANNOTATIONS

Cheung, C., (2009). *Evaluating the benefit from the Help of the Parent-Teacher*

*Association to Child Performance.* Retrieved October1, 2009 from

http://dx.doi.org.ez- proxy.brooklyn.cuny.edu.2048/10.1016/j.evalprogplan.2008.12.004

This article focuses on the parental involvement in the parent-teacher association to schoolchildren’s performance. In the survey conducted data was obtained from 289 pairs of Hong Kong Chinese parents and their children between Grades 4 and 9. The study revealed that only a small percentage of the parent-child pairs had their child performance benefiting from the help of parent teacher associations. Research in this area seems to suggest that an evaluation research such as this one can identify factors that will be of benefit to the whole child, including the child’s grade and the parent structure, whether single parent or not. The results point to the need for help from parent-teacher associations within schools.

Delgado-Gaitan, C., (1991). *Involving parents in the schools: A Process of*

*Empowerment.* Retrieved September 30, 2009,from

<http://www.jstor.org/stable/1085651>

This journal article examines parent involvement among Spanish speaking parents to participate more fully in their children’s education. It is a four year study conducted in the Southern California School district. The findings show that conventional avenues for involving parents in school were closed to parents because of specific cultural knowledge, which is necessary if parents are to participate effectively. Research revealed that there is a need for parent involvement to promote children’s success in school (Bloom 1985). However, parents of ethnically and linguistically diverse learners often fail to participate in the schools when compared to other majority group parents.

DePlanty, J., Coulter-Kern, R., Duchane, K., (2007), *Perceptions of Parent* *Involvement in Academic Achievement.* Retrieved September 30, 2009, from <http://heldref.metapress.com/openurl.asp?genre=article&id=doi:10.3200/JOER.100.6.361-368>

This study presents research that includes focus groups, interviews and surveys indicated that teachers and students believed that parent involvement at school was considered less important to a child’s academic achievement than parent involvement in academics at home. Researchers have found that parent –child discussions about school helps improve academic achievement (Epstein & Sheldon, 2002, McNeal, 1999, Sheldon & Epstein, 2005). If the benefits of parent-school involvement are positive, then why are parents not becoming involved? Stevenson and Baker (1987) reported that as children grow older, parent involvement begins to decrease in the home and in school.

Giles, C., (2006).*Transformational Leadership in Challenging Urban Elementary*

*Schools: A Role for Parent Involvement?* Retrieved September 25, 2009, from <http://informaworld.co,/openurl?genre=article&id=doi:10.1080/15700760600805865>

This article is concerned with an area that is presently underrepresented in the leadership literature. It focuses on the leadership of parent involvement as a capacity-building strategy for improving teaching and learning. This case study obtained its data from three challenging urban elementary schools in the Northeast United States. The principals of all three schools were successful at facilitating parent involvement as an integral part of their transformational leadership practice. However, one of the three principals was instrumental in the use of parent involvement as a strategy not only in her school but also in the community. The importance of parent involvement was identified by the school effectiveness movement of the early 1980’ (Levine & Lezotte, 1990) and has long been advocated as a means of improving student achievement (Henderson and Mapp, 2002).

Griffith, J., (1996). *Relation of Parental Involvement, Empowerment, and School*

*Traits to Student Academic Performance.* The Journal of Educational Research, Vol. 90, No. 1 pp. 33-41. Retrieved October 8, 2009, from <http://www.jstor.org/stable/27542066>

This study examines the relation of parental involvement and empowerment to student academic performance. This longitudinal study was conducted over a two year period, with data collected from teachers, students and parents. Scales were used to assess parent involvement and teacher perception produced the highest correlation with student achievement. On the other hand student perception had the lowest correlations with student achievement.

Houtenville, A. and Conway, K., (2008). *Parental Effort, School Resources and Student*

*Achievement*. Journal of human resources Spring 2008, Vol. 43 Issue 2 p 347-453, 17p. Retrieved October 13, 2009, from <http://searchebsco.com.login.aspx?direct=true&db=ehh&AN=31727769>

This article investigates an important factor in student achievement--parental involvement. Data was used from the National Education Longitudinal Study (NELS). Parental effort equations are estimated as a function of child, parent, household, and school characteristics. The results suggest that parental effort has a strong positive effect on achievement that is largely relative to the effect of school resources and is not captured by family background variables.

Ingram, M., Wolfe, Randi B., Lieberman, J. M., (2007). *Education and Urban Society.*

Retrieved September 30, 2009, from

[http://dx.doi.org.ez-](http://dx.doi.org.ez-  proxy.brooklyn.cuny.edu:2048/10/1177/0013124507302120)

[proxy.brooklyn.cuny.edu:2048/10/1177/0013124507302120](http://dx.doi.org.ez-  proxy.brooklyn.cuny.edu:2048/10/1177/0013124507302120)

This study investigates the critical elements of parent involvement as related to children’s improved academic achievement. The study was conducted with 220 parents whose children attend three Chicago public elementary schools. Research and conventional wisdom seem to suggest that parent involvement is positively correlated with academic success for most students, and that the more parents are involved in a child’s education, both at home and at school, the more academically successful the child will be (Aronson, 1996; Baker & Soden, 1998; Christenson, Rounds & Gorney, 1992; Columbo, 1995; Tracy, 1995).

Swap, S., (1991). *Can Parent Involvement Lead to Increased Student Achievement in*

*Urban Schools?* Retrieved October 8, 2009, from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED333079&site=ehost-live>

This paper was presented at a research meeting in Chicago. It is believed that school reform is necessary to change the relationship between the school and the home. The School Reaching Out program suggested can be used to bring parents and teachers together more often as well as making parents more an integral part of the school environment. This will ultimately help to achieve student success.

Shaver, A and Walls, R., (1998). *Effect of Title I parent Involvement on Student*

*Reading and Mathematics Achievement.* Journal of Research and Development in Education, Vol. 31 number 2 p 90-97 1998 0022-426X. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ561992&site=ehost-live>

This research examined the impact of parent-school involvement on Title I second through eighth graders’ reading and mathematics achievement, noting the effect of

Student gender and socioeconomic status. The data proved that parental involvement was a dynamic force influencing students’ academic success regardless of other factors.

Tali Tal, R., (2004). *Community-Based Environmental Education—A Case Study of*

*Teacher-Parent Collaboration*. Retrieved September 17, 2009, from

<http://taylorandfrancis.metapress.com/link.asp?target=contribution&id=JRVJ0EX48E8HDKW6>

This study’s aim is to describe school-community partnership in planning and executing a comprehensive environmental education program and to describe teachers’ and parents’ perceptions of this collaboration. The approach used by educators is the Community School Approach, which encourages parents to be involved in all aspects of school life, including planning a school-based curriculum. The author presents the research in the form of a case study. The population used over a three year period is selected from an elementary community school in Israel. This case study describes and analyzes the different roles of community members including parents and teachers.